



General Certificate of Education

AS History 1041

Unit 2: HIS2G

The Forging of the Italian Nation, 1848–1871

Mark Scheme

2009 examination – January series

Mark schemes are prepared by the Principal Examiner and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation meeting attended by all examiners and is the scheme which was used by them in this examination. The standardisation meeting ensures that the mark scheme covers the candidates' responses to questions and that every examiner understands and applies it in the same correct way. As preparation for the standardisation meeting each examiner analyses a number of candidates' scripts: alternative answers not already covered by the mark scheme are discussed at the meeting and legislated for. If, after this meeting, examiners encounter unusual answers which have not been discussed at the meeting they are required to refer these to the Principal Examiner.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of candidates' reactions to a particular paper. Assumptions about future mark schemes on the basis of one year's document should be avoided; whilst the guiding principles of assessment remain constant, details will change, depending on the content of a particular examination paper.

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Generic Introduction for AS

The AS History specification is based on the assessment objectives laid down in QCA's GCE History subject criteria and published in the AQA specification booklet. These cover the skills, knowledge and understanding which are expected of A Level candidates. Most questions address more than one objective since historical skills, which include knowledge and understanding, are usually deployed together. Consequently, the marking scheme which follows is a 'levels of response' scheme and assesses candidates' historical skills in the context of their knowledge and understanding of History.

The levels of response are a graduated recognition of how candidates have demonstrated their abilities in the Assessment Objectives. Candidates who predominantly address AO1(a) by writing narrative or description will perform at Level 1 or Level 2 depending on its relevance. Candidates who provide more explanation – (AO1(b), supported by the relevant selection of material, AO1(a)) – will perform at high Level 2 or low-mid Level 3 depending on how explicit they are in their response to the question. Candidates who provide explanation with evaluation, judgement and an awareness of historical interpretations will be addressing all 3 AOs (AO1(a); AO1(b); AO2(a) and (b) and will have access to the higher mark ranges. AO2(a) which requires the evaluation of source material is assessed in Unit 2.

Differentiation between Levels 3, 4 and 5 is judged according to the extent to which candidates meet this range of assessment objectives. At Level 3 the answers will show more characteristics of the AO1 objectives, although there should be elements of AO2. At Level 4, AO2 criteria, particularly an understanding of how the past has been interpreted, will be more in evidence and this will be even more dominant at Level 5. The demands on written communication, particularly the organisation of ideas and the use of specialist vocabulary also increase through the various levels so that a candidate performing at the highest AS level is already well prepared for the demands of A2.

CRITERIA FOR MARKING GCE HISTORY:

AS EXAMINATION PAPERS

General Guidance for Examiners (to accompany Level Descriptors)

Deciding on a level and the award of marks within a level

It is of vital importance that examiners familiarise themselves with the generic mark scheme and apply it consistently, as directed by the Principal Examiner, in order to facilitate comparability across options.

The indicative mark scheme for each paper is designed to illustrate some of the material that candidates might refer to (knowledge) and some of the approaches and ideas they might develop (skills). It is not, however, prescriptive and should only be used to exemplify the generic mark scheme.

When applying the generic mark scheme, examiners will constantly need to exercise judgement to decide which level fits an answer best. Few essays will display all the characteristics of a level, so deciding the most appropriate will always be the first task.

Each level has a range of marks and for an essay which has a strong correlation with the level descriptors the middle mark should be given. However, when an answer has some of the characteristics of the level above or below, or seems stronger or weaker on comparison with many other candidates' responses to the same question, the mark will need to be adjusted up or down.

When deciding on the mark within a level, the following criteria should be considered *in relation to the level descriptors*. Candidates should never be doubly penalised. If a candidate with poor communication skills has been placed in Level 2, he or she should not be moved to the bottom of the level on the basis of the poor quality of written communication. On the other hand, a candidate with similarly poor skills, whose work otherwise matched the criteria for Level 4 should be adjusted downwards within the level.

Criteria for deciding marks within a level:

- The accuracy of factual information
- The level of detail
- The depth and precision displayed
- The quality of links and arguments
- The quality of written communication (grammar, spelling, punctuation and legibility; an appropriate form and style of writing; clear and coherent organisation of ideas, including the use of specialist vocabulary)
- Appropriate references to historical interpretation and debate
- The conclusion

January 2009

GCE AS History Unit 2: Historical Issues: Periods of Change

HIS2G: The Forging of the Italian Nation, 1848–1871

Question 1

- (a) Use **Sources A** and **B** and your own knowledge.

Explain how far the views in **Source B** differ from those in **Source A** in relation to the reasons why war broke out between Piedmont and Austria in 1859. (12 marks)

Target: AO2(a)

- L1:** Answers will **either** briefly paraphrase/describe the content of the two sources **or** identify simple comparison(s) between the sources. Skills of written communication will be weak. **0-2**
- L2:** Responses will compare the views expressed in the two sources and identify some differences and/or similarities. There may be some limited own knowledge. Answers will be coherent but weakly expressed. **3-6**
- L3:** Responses will compare the views expressed in the two sources, identifying differences **and** similarities and using own knowledge to explain and evaluate these. Answers will, for the most part, be clearly expressed. **7-9**
- L4** Responses will make a developed comparison between the views expressed in the two sources and will apply own knowledge to evaluate and to demonstrate a good contextual understanding. Answers will, for the most part, show good skills of written communication. **10-12**

Indicative content

The sources clearly differ in one respect. Source B clearly states that Austria was the aggressor and that Austria's attack on Piedmont was the primary reason for war breaking out; 'Austria has violently broken treaties which she never respected'. This contrasts greatly with Source A which states that Piedmont and France were 'seeking grounds for war', thus Piedmont and France were the aggressors, not Austria. However, both sources agree that conflict began because of a dispute in 'unhappy' provinces/Duchies and both agree that France was involved to some degree, in Source B as a supportive ally and in Source A as a conspirator of war. The contrast in the sources accounts for why war broke out, and is clearly due to the nature of the sources themselves. Source A was written before the war and is an extract from Cavour's and Napoleon's secret meeting at Plombieres.

Answers may draw upon own knowledge to argue that although Cavour and Napoleon agreed a pretext for war with Austria in 1858, events did not pan out as expected and Napoleon's support was not as forthcoming as was stated at Plombieres. Source B is clearly Piedmont's justification for going to war and an appeal to the Italian people to support the war. Victor Emmanuel claims that the war is one which he will 'fight for the rights of the whole nation'.

(b) Use **Sources A, B and C** and your own knowledge.

How important was the contribution of Napoleon III to the unification of Italy in the years 1848 to 1861? (24 marks)

Target: AO1(b), AO2(a), AO2(b)

- L1:** Answers may be based on sources or on own knowledge alone, or they may comprise an undeveloped mixture of the two. They may contain some descriptive material which is only loosely linked to the focus of the question or they may address only a part of the question. Alternatively, there may be some explicit comment with little, if any, appropriate support. Answers are likely to be generalised and assertive. There will be little, if any, awareness of differing historical interpretations. The response will be limited in development and skills of written communication will be weak. **0-6**
- L2:** Answers may be based on sources or on own knowledge alone, or they may contain a mixture of the two. They may be almost entirely descriptive with few explicit links to the focus of the question. Alternatively, they may contain some explicit comment with relevant but limited support. They will display limited understanding of differing historical interpretations. Answers will be coherent but weakly expressed and/or poorly structured. **7-11**
- L3:** Answers will show a developed understanding of the demands of the question using evidence from **both** the sources **and** own knowledge. They will provide some assessment backed by relevant and appropriately selected evidence, but they will lack depth and/or balance. There will be some understanding of varying historical interpretations. Answers will, for the most part, be clearly expressed and show some organisation in the presentation of material. **12-16**
- L4:** Answers will show explicit understanding of the demands of the question. They will develop a balanced argument backed by a good range of appropriately selected evidence from the sources and own knowledge, and a good understanding of historical interpretations. Answers will, for the most part, show organisation and good skills of written communication. **17-21**
- L5:** Answers will be well-focused and closely argued. The arguments will be supported by precisely selected evidence from the sources and own knowledge, incorporating well-developed understanding of historical interpretations and debate. Answers will, for the most part, be carefully organised and fluently written, using appropriate vocabulary. **22-24**

Indicative content

Napoleon III is often regarded as a critically important individual who influenced the course of Italian unification. There is little doubt that he was keen to help Piedmont in its struggle against Austria as proven in Sources A, B and C. However, Source C also mentions the use of French troops to restore the pope and papal power to Rome. The papacy was to prove one of the key opponents to unification. French troops guarded Rome until 1870 and hindered the process of unification further. Better answers will consider how the supposedly liberal champion of Italian nationalism (Source C) used repression in the earlier and later years of the question to quash the process of unification. Source C refers to the ambiguity of Napoleon III's support but does not point out that he did not hinder the process of unification up to 1860. Own knowledge may challenge this and refer to Napoleon's peace deal with Austria in 1859 at Villafranca. Answers

should consider the positive and negative impact of Napoleon and may well consider other factors which were more important to the process of unification, e.g. the growing economic strength of Piedmont, the work of Cavour, the role of Victor Emmanuel and the declining strength of Austria.

Question 2

- (a) Explain why the Roman Republic was declared in February 1849. (12 marks)

Target: AO1(a), AO1(b)

- L1:** Answers will contain either some descriptive material which is only loosely linked to the focus of the question or some explicit comment with little, if any, appropriate support. Answers are likely to be generalised and assertive. The response will be limited in development and skills of written communication will be weak. **0-2**
- L2:** Answers will demonstrate some knowledge and understanding of the demands of the question. They will **either** be almost entirely descriptive with few explicit links to the question **or** they will provide some explanations backed by evidence that is limited in range and/or depth. Answers will be coherent but weakly expressed and/or poorly structured. **3-6**
- L3:** Answers will demonstrate good understanding of the demands of the question providing relevant explanations backed by appropriately selected information, although this may not be full or comprehensive. Answers will, for the most part, be clearly expressed and show some organisation in the presentation of material. **7-9**
- L4:** Answers will be well-focused, identifying a range of specific explanations, backed by precise evidence and demonstrating good understanding of the connections and links between events/issues. Answers will, for the most part, be well-written and organised. **10-12**

Indicative content

- A key reason for the declaration of the Roman Republic was the loss of papal authority. For many conservative Italians the pope was the natural leader of Italy, but Pope Pius IX's allocution stated that Piedmont's war against Austria did not have his blessing and that Charles Albert was the aggressor. Italian nationalists from then on treated the papacy as an enemy of Italian unity.
- Pope Pius IX decisions and actions therefore play a key role in the declaration of the Rome Republic. He had granted Rome a constitution and government. Moderate 'constitutionalists' ran the papal government, but their position became weaker following the defeat of Piedmontese troops at the battle of Custoza (July 1848). Democrats blamed the pope for the defeat and opposition to the papal government intensified. Large numbers of general Durango's troops returned to Rome and Pope Pius IX was fearful of a military coup.
- In September 1848 Pius appointed Count Pellegrino Rossi as his prime minister, hoping that he would act firmly against the democrats and liberal reformers. Rossi was unpopular and murdered on 15 November. This event triggered the insurrection against the pope. Pius fled Rome on 24 November in fear of his life.
- It was the decision by the revolutionary government headed by Giuseppe Galletti to hold elections in January 1849 which triggered the declaration of the Roman Republic.

- The ideas of Mazzini and his organisation Young Italy were also influential.

(b) 'The Italian Revolutions of 1848 and 1849 failed through lack of popular support.'
Explain why you agree or disagree with this view. (24 marks)

Target: AO1(a), AO1(b), AO2(b)

- L1:** Answers may **either** contain some descriptive material which is only loosely linked to the focus of the question **or** they may address only a limited part of the period of the question. Alternatively, there may be some explicit comment with little, if any, appropriate support. Answers are likely to be generalised and assertive. There will be little, if any, awareness of differing historical interpretations. The response will be limited in development and skills of written communication will be weak. **0-6**
- L2:** Answers will show some understanding of the demands of the question. They will **either** be almost entirely descriptive with few explicit links to the question **or** they may contain some explicit comment with relevant but limited support. They will display limited understanding of differing historical interpretations. Answers will be coherent but weakly expressed and/or poorly structured. **7-11**
- L3:** Answers will show a developed understanding of the demands of the question. They will provide some assessment, backed by relevant and appropriately selected evidence, but they will lack depth and/or balance. There will be some understanding of varying historical interpretations. Answers will, for the most part, be clearly expressed and show some organisation in the presentation of material. **12-16**
- L4:** Answers will show explicit understanding of the demands of the question. They will develop a balanced argument backed by a good range of appropriately selected evidence and a good understanding of historical interpretations. Answers will, for the most part, show organisation and good skills of written communication. **17-21**
- L5:** Answers will be well-focused and closely argued. The arguments will be supported by precisely selected evidence leading to a relevant conclusion/judgement, incorporating well-developed understanding of historical interpretations and debate. Answers will, for the most part, be carefully organised and fluently written, using appropriate vocabulary. **22-24**

Indicative content

A lack of popular support was a reason for the failure of the Revolutions, but it is questionable as to the extent that it was a key reason. Responses should consider a range of reasons and stress which were more or less important.

Evidence to support lack of popular support

- The middle and propertied classes feared a social revolution and descent into 'mob rule'. Social reform was not important to liberals and life did not improve for ordinary people. Peasants failed to support the actions of the revolutionaries because they ignored the issue of land hunger.
- Culturally there was little awareness of an Italian national identity. This was hindered further by widespread illiteracy and a multitude of local dialects.

Other factors:

- There was a lack of unity and co-operation between the revolutionary groups owing to ideological and geographical divisions.
- The military recovery of the Austrian Empire is arguably the most important factor in the defeat of the Italian Revolutionaries. Radetzky's army was numerically superior and the Austrian victories at Custozza (July 1848) and Novara (March 1849) crushed the Piedmontese army and their allies, expelled the Piedmontese from Lombardy and forced the abdication of Charles Albert. The Austrians then went on to restore the Grand Duke of Tuscany and the rulers of Parma and Modena, and then went on to occupy the legations. The Austrian navy forced the surrender of the Venetian Republic in August 1849.
- The part played by the French was also important. Charles Albert's misplaced fear of a French invasion meant that Italian forces were divided and vital troops were left to guard the western border. Mazzini's Roman Republic was crushed by 20,000 French troops led by General Oudinot in July 1849.
- The actions of Pope Pius IX were also important. The Catholic powers of Europe were bound to uphold the pope's temporal power following his Allocution. This removed the pope as a possible figure to unite the Italian States under and removed the possibility of Gioberti's Papal Federation.
- The actions of Charles Albert created suspicion within the ranks of the revolutionaries as he required potential allies to submit to Piedmontese control. He was ineffective as a military leader and his strategic mistakes quickened the restoration of Austrian control.

Question 3

- (a) Explain why Venetia became part of the united Italy in 1866. (12 marks)

Target: AO1(a), AO1(b)

- L1:** Answers will contain either some descriptive material which is only loosely linked to the focus of the question or some explicit comment with little, if any, appropriate support. Answers are likely to be generalised and assertive. The response will be limited in development and skills of written communication will be weak. **0-2**
- L2:** Answers will demonstrate some knowledge and understanding of the demands of the question. They will **either** be almost entirely descriptive with few explicit links to the question **or** they will provide some explanations backed by evidence that is limited in range and/or depth. Answers will be coherent but weakly expressed and/or poorly structured. **3-6**
- L3:** Answers will demonstrate good understanding of the demands of the question providing relevant explanations backed by appropriately selected information, although this may not be full or comprehensive. Answers will, for the most part, be clearly expressed and show some organisation in the presentation of material. **7-9**
- L4:** Answers will be well-focused, identifying a range of specific explanations, backed by precise evidence and demonstrating good understanding of the connections and links between events/issues. Answers will, for the most part, be well-written and organised. **10-12**

Indicative content

The issue of Venice was resolved through diplomacy and war, made possible through the actions of Bismarck and Napoleon. Venetia was to become part of the united Italy due to Bismarck's desire for a *Kleindeutsch* solution to German unification. In April 1866 Italy signed an alliance with Prussia. The terms of the alliance stated that Italy was to receive Venice for supporting Prussia in a war against Austria. Venetia also became part of Italy due to Napoleon's desire to be seen as a sponsor of Italian nationalism by winning the gratitude of an Italian government which he hoped would be compliant to French wishes. Therefore Napoleon signed a secret treaty with Bismarck in June 1866 which ensured French neutrality if there was a war between Prussia and Austria. This ensured that if Prussia won, Venice would be handed to France who would immediately cede the territory to Italy. Ultimately, Venice became part of the united Italy because Prussia defeated Austria in the Seven Weeks War.

- (b) 'In 1871 Italy was a fully united nation.'
Explain why you agree or disagree with this view. (24 marks)

Target: AO1(a), AO1(b), AO2(b)

- L1:** Answers may **either** contain some descriptive material which is only loosely linked to the focus of the question **or** they may address only a limited part of the period of the question. Alternatively, there may be some explicit comment with little, if any, appropriate support. Answers are likely to be generalised and assertive. There will be little, if any, awareness of differing historical interpretations. The response will be limited in development and skills of written communication will be weak. **0-6**
- L2:** Answers will show some understanding of the demands of the question. They will **either** be almost entirely descriptive with few explicit links to the question **or** they may contain some explicit comment with relevant but limited support. They will display limited understanding of differing historical interpretations. Answers will be coherent but weakly expressed and/or poorly structured. **7-11**
- L3:** Answers will show a developed understanding of the demands of the question. They will provide some assessment, backed by relevant and appropriately selected evidence, but they will lack depth and/or balance. There will be some understanding of varying historical interpretations. Answers will, for the most part, be clearly expressed and show some organisation in the presentation of material. **12-16**
- L4:** Answers will show explicit understanding of the demands of the question. They will develop a balanced argument backed by a good range of appropriately selected evidence and a good understanding of historical interpretations. Answers will, for the most part, show organisation and good skills of written communication. **17-21**
- L5:** Answers will be well-focused and closely argued. The arguments will be supported by precisely selected evidence leading to a relevant conclusion/judgement, incorporating well-developed understanding of historical interpretations and debate. Answers will, for the most part, be carefully organised and fluently written, using appropriate vocabulary. **22-24**

Indicative content

The extent to which Italy was a united nation in 1871 is questionable.

Examples of Unity

In September 1870 Italian troops occupied Rome and transferred the government of the unified state to the capital. Venice had been added to the united state in 1866. The *Statuto* ensured that the model of strong central government and weak local government prevailed. The legal system was unified and imposed on all (except Tuscany). The Civil Code was adopted in 1865. Piedmont's religious laws formally separated Church and State, a unified Italian Army was created and education was the central states responsibility. A common system of weights, measures and currency was applied and internal trade barriers removed.

Examples of Division

The North-South divide. The Brigands War (1860–1866) expressed the bitter resentment of those Neapolitans who wanted the restoration of the Bourbons, the powers of the Catholic

Church and local autonomy. Sicily revolted in 1866 against the oppressive rule from the North and conscription. Only 2% of the population had the vote and only 1% of the population spoke Italian. Culturally local dialect in the south and widespread illiteracy effectively removed the region from the electorate. Piedmont's attack on the Catholic Church intensified opposition to the state from those in the south, and the publication of the Syllabus of Errors in 1864 which was an attack by the church on liberalism widened the gap between Church and State. Papal infallibility was declared (July 1870) and non-recognition of the state continued despite the law of Guarantees (1871) which virtually gave the pope power as a separate head of state within Italy, and an income equivalent to what he has received from his territories. Thus in a country as loyally Catholic as Italy the newly unified state faced constant and influential opposition. Resentment increased further with the increase of taxation to pay off Piedmont's debt and the damaging effects of free trade to the southern economy. Indirect taxes caused peasant revolts, the most serious occurring in January 1869 where 250 people were killed and over 4000 imprisoned. The introduction of free trade throughout Italy lowered the price of the South's agricultural products and restricted investment in industry. The economy became increasingly dualist, with a poverty stricken agricultural South and a rich industrial North. Many Italians lived in the Italia Irredenta, e.g. Tyrol, Trentino and Istria.